

Mathematics Teacher Education for a Challenging Future: Continuing the Conversation

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We live in a challenging world affected by global issues such as sustainability, social justice, political shifts, and pandemics. At the same time, the demands of teaching continue to evolve rapidly alongside developments in technology and artificial intelligence (Celik et al., 2022). This raises important questions about how to better prepare prospective teachers to enter this ever-changing landscape.

This round table discussion revisits key findings from the discussion group held at the ICME15 Conference in Sydney, Australia, on “Mathematics Teacher Education for a Challenging Future: What counts and what doesn’t?” In conversation with mathematics education researchers, teacher educators, and teachers from 19 countries, including Australia, New Zealand, Singapore, India, and Spain, we explored the demands and challenges in preparing mathematics teachers to enter the workforce and sustaining their professional growth. We reflected on how mathematics teacher education could be reimaged and redesigned to develop the knowledge (Scheiner et al., 2023; Shulman, 1987), competencies (Llinares, 2024), beliefs, and dispositions (Philipp, 2007) necessary and sufficient for prospective mathematics teachers, while also comparing similarities and differences across international contexts. We concluded that there is no one-size-fits-all criterion for initial teacher education courses due to local demands; however, a key priority should be supporting the development of prospective teachers’ identities, professional values, inquiry stances, and well-being (Anthony et al., 2015).

As we continue the conversation, this session presents the key themes that emerged from the discussion group and invites the MERGA community to reflect on and contribute perspectives on what aspects of teachers’ identity, professional values, and well-being should be prioritised in preparing future mathematics teachers. In addition, we will explore possible avenues for future collaboration in mathematics teacher education.

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